



# ***Ethics and Integrity in Healthcare***

**Illinois CTE Endorsement Area:**  
**Health Science Technology**  
***Teacher and Student Editions***

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Converted to Format by Karen Aldworth  
Current Phase of Lesson: Phase 3 of 5



**Illinois  
State Board of  
Education**



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**Lesson Overview:**

Healthcare is more than providing physical care to patients. There are decisions made every day that impact a person's life. Everyday healthcare providers are privileged to information that must be kept confidential or only shared with others taking care of the person. This is a very difficult but important skill for students to understand. In this lesson, students will be using an activity to make life saving decisions and explaining the ethical reasons behind those decisions.

**Classes or Discipline:**

- All Health Science Technology Career Pathways

**Career Cluster:**

- [Health Science Technology](#)

**Illinois CTE Endorsement Area:**

- [Health Science Technology](#)

**Grade Level(s):**

- Secondary and Post-Secondary Students

**Anticipated Days/Minutes:** Approximately 2 hours

**Learning Objectives:**

At the conclusion of this lesson and activities, students will be able to:

- Analyze the morals (norms of acceptable behavior) that are needed in healthcare when implementing patient or resident care.
- Explain the morals that are needed when providing customer service at your place of employment.
- Define ethics as a moral philosophy or code of morals practiced by a person or group of people.
- Conclude that ethics is the code of conduct set by a business.
- Analyze medical ethics issues.
- Formulate a decision based on review of specific medical ethic issue(s).

**Standards Addressed:**

- [National Health Science Standards](#)
  - Foundation Standard 6: Ethics
    - 6.1 Ethical Practice
      - 6.1.1 Differentiate between ethical and legal issues impacting healthcare
      - 6.1.2 Identify ethical issues and their implications related to healthcare.
        - Organ donation
- [Illinois Priority Learning Standards](#)
  - Social Emotional Learning Standard
    - 2 A Recognize the feelings and perspectives of others.
    - 3 A Consider ethical, safety, & societal factors in making decisions

- 3A 4b Evaluate how social norms and the expectations of authority influence personal decisions and actions
- Common Core Standards
  - [ELA Literacy WHST 11-12.1A](#)
    - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

### **Enduring Understandings:**

- Healthcare providers will be making moral and ethical decisions while promoting integrity in real-life situations.
- The ability to apply ethical principles in their personal & professional lives will be a daily practice
- Be able logically think through a critical ethical dilemma.

### **Resources and References:**

1. Handout: [Scoring rubric for transplant activity](#)
2. Handout: [Heart Transplant Activity](#)
3. Computers or hand devices with internet connectivity.
4. Overhead projector
5. 5x8 index cards
6. Colored pencils, pens etc.
7. Internet access
8. [Code of Ethics for Healthcare Quality & Professional Code of Conduct](#)
9. [Medical Ethics Kahoot!](#)
10. YouTube video (3.36) about medical practice.  
[Ethical Dilemma](#)
11. [Essential Employability Skills](#)
12. Printed handout: HIPAA rules and regulations regarding confidentiality & sharing of information  
[HIPAA Basics for Providers](#)

### **Essential Employability Skills**

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on integrity, respect, critical thinking and cooperative work.

Skill	How it is addressed:
Integrity, Respect	Through video viewing, gaming and research. Explore: Steps 1, 2, and 3
Critical Thinking	Through review of candidates for heart transplantation and determining who should receive the heart. Elaborate/Extend: Steps 1& 2
Cooperative Work	Students will explore what do when working cooperatively with an incompetent peer. Explore: Step 3 and Explain: Question 2

### **Suggested Differentiation Strategies:**

- Groups will be assigned or modified by the teacher to ensure adverse learner(s) participation.
- Research assignments can be modified to involve each learner's strengths.
- All written handouts for presentation to students and considerations and candidate information can be adjusted by font and spacing for diverse learners.
- Kahoot – video gaming for students that need visual cues and stimulation to learn new material (gaming opportunity).

Throughout this lesson, suggested teacher notes and comments are in red.

## Pre-Assessment:

### **1. Engage: (20 minutes)**

1. Go to [Kahoot.it](https://kahoot.it) and wait for your teacher to provide the game code.  
Set up the Kahoot! for the students on your computer. The game can be found at the following link. [Medical Ethics Kahoot!](#) Once you start the game process you will be given a game code for the students to enter on their device.
2. View this YouTube video (3:36) about medical practice.  
[Ethical Dilemma](#)
3. Get into small groups and discuss the following questions:
  - a. What were your thoughts after viewing this video?
  - b. Should “the rules” be followed in this case?
  - c. Should “the rules” be bent/adjusted/broken in this case?
4. Discuss this as a class. Did the class agree to only 1 solution?
  - a. Why? Why not?

### **2. Explore: (30 minutes)**

#### **Part I**

1. Share a personal experience about ethical dilemma that you have experienced with a small group of classmates.
2. Discuss the following options:
  - a. Did you base your response on your emotions and/or opinion?
  - b. Did you base your response on a standard, code, or policy?
  - c. Which is better? Why?
3. Ethical dilemmas are quite common in all aspects of life. Your teacher will assign your group one of the following topics. Conduct a brief internet search to see if a written code of conduct exists or policies have been enacted for your topic.
  - a. Social media professionalism/slander/lying.
  - b. Reporting incompetent or unethical behavior of peers.
  - c. Acceptance of gifts to government officials & healthcare workers.
  - d. Addressing disparity in healthcare/denying care.
  - e. Conflicts of interest for public officials.
4. As a class, discuss what each group has found. Identify commonalities.
5. Individually create a “tip card” with the information (research) that would be helpful for you to review when faced with an ethical dilemma.  
Allow the students to be creative.

Part II / Part III / Part IV – all require small group research.

## Part II

1. In small groups explore the “Code of Ethics for Healthcare Quality” and “Professional Code of Conduct.” [Click Here](#) to access the website.
  - a. What are the 3 biggest takeaways for you from this website?
  - b. What 2-3 qualities in the Healthcare Professional were most important to you?
  - c. Share your thoughts with the students sitting near you.
  - d. How would you handle an incompetent peer taking care of your grandmother?

## Part III

1. Your teacher is going to provide you with some HIPAA privacy and confidentiality information.  
**Handout regarding HIPAA can be found at the following link [HIPAA Basics for Providers](#)**
2. In your same small groups research your professional responsibility to keep all medical information confidential. Use this website for some of the information:  
[HIPAA Basics for Providers](#)
  - a. Are you legally required in the healthcare profession to keep all information private and confidential?
  - b. If permitted, who can you share information with?  
**To other healthcare providers to ensure coordination of care**
  - c. Is there a monetary fine if you reveal a patient / resident medical &/or personal information?  
**Yes**

## Part IV

1. Research forms used for obtaining consent for healthcare treatment, medications etc. Identify the 3 methods of obtaining consent from a patient / resident.  
**Written, verbal & implied (opening mouth for temperature, holding out arm for blood pressure, nodding head)**
2. Indicate what is the preferred method for obtaining consent?  
**Written**

### **3. Explain: (15 minutes)**

1. At its most basic level, what does integrity mean?  
**HONESTY**
2. What steps would you take if an incompetent peer was caring for your grandmother?  
**Report specifics to your supervisor.**
3. Why are you legally compelled to keep patient / resident information confidential?  
**It is part of the HIPAA law.**
4. Can you be fined for releasing confidential information?  
**Yes**
5. How does the written code of conduct protect the health care worker?  
**If the code is followed, a distraught family member cannot use an emotional or opinion-based argument to attack the worker.**
6. Name the 3 types of consent that a patient may give for medication, treatments etc.  
**Written, verbal & implied (opening mouth for temperature, holding out arm for blood pressure, nodding head)**
7. What is the preferred type of consent?  
**Written**

### **4. Elaborate/Extend: (35 minutes)**

**ALLOW AT LEAST 30 -45 minutes for this activity:**

**Divide the class into teams of about 3 to 5 before describing the activity or distributing handouts. Often it is best for the teacher to organize the groups as this helps ensure that all students are involved, and it encourages associations that might not otherwise occur. This activity deals with organ donation and transplantation, which is becoming more and more common and is recognized as a great way to improve health and prolong life for many people. If you can, you may want to discuss personal experiences (self, family members, friends, acquaintances) who are potential donors or who have donated or been the recipients of this great program. Some of your students may want to share similar experiences. Be mindful, however, that these situations do not always end well and discussion of them may be painful. This activity works well with any group, high school age or above. Provide at least one copy of the handout to each group. Encourage creativity and thinking outside the box. Encourage debate and even disagreement this will foster great discussions. It's interesting to list the preferences of each group on the board and then compare, discuss and**

debate.

1. In groups, refer to your findings from research conducted in the Explore section for this next activity. You will receive a handout from your teacher with instructions. Read the instructions carefully before proceeding to the candidate information for the transplant.

**Presentation / Handout to Students:** [Heart Transplant Activity](#) link

- a. You are members of the "Medical Science and Ethics Committee " in your city. You have seven patients who desperately need a heart transplant if they are to have any chance of living.
- b. All seven patients live near your hospital and are classified as "critically ill." Without a transplant any of them could die at any time.
- c. You have just received news that the heart of a 16-year-old boy killed in an auto accident has become available for transplantation.
- d. Speed is of the essence as you decide which of the following patients, on the list to be provided, is to receive the heart.
- e. Not only might one of the patients die, but the donor heart will soon begin to deteriorate

Consider the following when making your decision regarding the potential donor.

- a. The age and sex of the donor have no relationship to the age and sex of the recipient. In other words, the heart of the 16-year-old would work well in a 50-year-old woman, etc.
- b. Read the information about each patient carefully.
- c. Discuss why each person should receive the heart.
- d. Rank the patients in order of preference: 1 = first choice to receive the heart, to 7 = last choice at this time to receive the heart
- e. On the back of the paper, record reasons why each patient should or should not receive the heart.
- f. Prepare a report and assign a group member to present it to the class.

Remember, this is a life-or-death situation for many of these patients.  
You want your views to be clearly understood and considered.

2. Your teacher will give you the information on the candidates for the heart transplant.

#### Candidates for the Heart:

- a. Amegneza Edorh, female, age 57: Mrs. Edorh, a renowned poet and novelist from Nigeria, received the 1987 Nobel Prize for literature. She is an inspiration throughout the developing world because of her anti-colonialist writings. Mrs. Edorh has been confined to bed for the past five months with steadily deteriorating health. (Married: four children between the ages of 30 and 37) She is the aunt of a classmate.
- b. Soohan Kim, male, age 12: Soohan, a junior high school student from South Korea, was born with a congenital heart defect. Doctors wanted to wait until he was a teenager to replace his heart, but his condition has worsened dramatically. He is being kept alive on a heart-lung machine.



- c. Alicia Pagan, female, age 27: Ms. Pagan's heart problems, though recent, seem to have a genetic basis because her twin sister (the next candidate) is similarly affected. Although Ms. Pagan is a promising Ph.D. student in biochemistry at Georgetown University, her failing heart and kidneys have caused her to temporarily suspend her studies. (Unmarried)
- d. Galia Feinstein, female, age 27: Mrs. Feinstein is Ms. Pagan's twin sister. Mrs. Feinstein, who holds a master's degree from Harvard University in Computer Science, currently operates a computer business with her husband. Mrs. Feinstein's condition differs from that of her sister in that her kidneys have not been affected. (Married: one daughter, age 4)
- e. Amahl Abdulah, male, age 34: Mr. Abdulah works for the Central Intelligence Agency (C.I.A.) and is considered the leading authority on Middle East military strategy. Like patient #2, Mr. Abdulah is being kept alive on a heart-lung machine. (He is a widower, his wife died in an automobile accident and he has three children, ages 6, 3 and 2.)
- f. Martha Rosales, female, age 23: Ms. Rosales' heart problems originated from a bout scarlet fever, a serious childhood disease, while growing up in an impoverished area of New York. Unemployed and on welfare, Ms. Rosales raised money for her operation through the contributions of people in her neighborhood. (Never married, she has four children, ages 8, 6, 5 and 1)
- g. Peter Jacobsen, male, age 42: Mr. Jacobsen's family has a history of heart disease. His father died from a heart attack at age 39. Considered the leading scientist in the world in the area of bacteriological diseases, Mr. Jacobsen has already had one heart transplant operation. Since his body rejected that heart three weeks ago, Mr. Jacobsen has been kept alive by an artificial heart. (Never married, no children)

3. In groups, you will need to determine who will get the heart transplant. Groups need to report the process that was used within the group to determine who will be the recipient of the heart.
  - a. How difficult was the decision? Did knowing one candidate was related to a classmate affect your reasoning? If yes, how? If no, why not?
  - b. What were the ethical issues used to determine who receives the heart?
  - c. How did integrity impact your choice in the order of heart recipients?
  - d. What are 3 things (ethics) that your group agreed on?
  - e. What are 3 things (ethics) that your group disagreed on?
  - f. How did your group finally come to a consensus?

Provide guidance if necessary, on decision making but let the students make their own final decision. Be supportive. Explore the difficulty of determining who will get the organ first due to the scarcity of organs currently. This is a good time to encourage signing up to be an organ donor.

## **5. Evaluate: (20 minutes)**

1. Playing Kahoot! post lesson with improvement in number of correct answers  
[Medical Ethics Kahoot!](#).

2. Tip card (pocket reference guide).
3. Scoring Rubric for heart activity:

Category		3 Points	2 Points	1 Point
Knowledge of the issue: facts, supporting details; themes/ issues; and concepts/i deas	Facts / supporting details; themes, issues, and concepts/i deas	All key concepts/themes/issu es/ideas are thoroughly identified, defined, and described.  Has little or no factual inaccuracies.	All key concepts/themes/issu es/ideas are identified, defined, and described.  Has some correct and some incorrect information.	Few or no key concepts/themes/issu es/ideas are identified, defined, and described.  Information is largely inaccurate, absent, or irrelevant.
Communic ation	Demonstra tes knowledge and reasoning through written communic ation	All ideas in the written assignment are expressed in a way that provides evidence of the student's knowledge and reasoning processes.  The written assignment shows no mistakes in attention to details.	Some ideas in the written assignment are expressed in a way that provides evidence of the student's knowledge and reasoning processes.  The written assignment has more than 1-2 mistakes.	Expression of almost all ideas in the written assignment are unclear.  The written assignment has multiple mistakes in attention to the details.

Notes:

All ILCTE lessons are vetted by: Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, please [click here](#).

We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures/videos of your students using this lesson. Please send to Rod McQuality at: [rdmcqua@ilstu.edu](mailto:rdmcqua@ilstu.edu). By sending pictures, you have met all picture/video release for your school.

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# ***Ethics and Integrity in Healthcare***

*Student Edition*

**Lesson Overview:**

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**Learning Objectives:**

At the conclusion of this lesson and activities, you will be able to:

- Analyze the morals (norms of acceptable behavior) that are needed in healthcare when implementing patient or resident care.
- Explain the morals that are needed when providing customer service at your place of employment.
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12. Printed handout: HIPAA rules and regulations regarding confidentiality & sharing of information  
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## Essential Employability Skills:

There are four [essential employability skills](#)

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- Teamwork: critical thinking, effective and cooperative work
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[Ethical Dilemma](#)
3. Get into small groups and discuss the following questions:
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4. Discuss this as a class. Did the class agree to only 1 solution?
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## **2. Explore:**

### **Part I**

1. Share a personal experience about ethical dilemma that you have experienced with a small group of classmates.
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  - a. Did you base your response on your emotions and/or opinion?
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  - b. Acceptance of gifts to government officials & healthcare workers.
  - c. Addressing disparity in healthcare/denying care.
  - d. Conflicts of interest for public officials.
5. As a class, discuss what each group has found. Identify commonalities.
6. Individually create a “tip card” with the information (research) that would be helpful for you to review when faced with an ethical dilemma.

### **Part II**

1. In small groups explore the “Code of Ethics for Healthcare Quality” and “Professional Code of Conduct.” [Click Here](#) to access the website.
  - a. What are the 3 biggest takeaways for you from this website?
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  - c. Share your thoughts with the students sitting near you.
  - d. How would you handle an incompetent peer taking care of your grandmother?

### **Part III**

1. Your teacher is going to provide you with some HIPAA privacy and confidentiality information.
2. In your same small groups research your professional responsibility to keep all medical information confidential. Use this website for some of the information:  
HIPAA Basics for Providers
  - a. Are you legally required in the healthcare profession to keep all information private and confidential?
  - b. If permitted, who can you share information with?
  - c. Is there a monetary fine if you reveal a patient / resident medical &/or personal information?

## **Part IV**

1. Research forms used for obtaining consent for healthcare treatment, medications etc. Identify the 3 methods of obtaining consent from a patient / resident.
2. Indicate what is the preferred method for obtaining consent?

### **3. Explain:**

1. At its most basic level, what does integrity mean?
2. What steps would you take if an incompetent peer was caring for your grandmother?
3. Why are you legally compelled to keep patient / resident information confidential?
4. Can you be fined for releasing confidential information?
5. How does the written code of conduct protect the health care worker?
6. Name the 3 types of consent that a patient may give for medication, treatments etc.
7. What is the preferred type of consent?

### **4. Elaborate/Extend:**

1. In groups, refer to your findings from research conducted in the Explore section for this next activity. You will receive a handout from your teacher with instructions. Read the instructions carefully before proceeding to the candidate information for the transplant.
2. Your teacher will give you the information on the candidates for the heart transplant.
3. In groups, you will need to determine who will get the heart transplant. Groups need to report the process that was used within the group to determine who will be the recipient of the heart.
  - a. How difficult was the decision? Did knowing one candidate was related to a classmate affect your reasoning? If yes, how? If no, why not?
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  - f. How did your group finally come to a consensus?

## **5. Evaluate:**

Use the following activities and rubric to make sure you know the information.

1. Play the Kahoot! post lesson with improvement in number of correct answers. Go to [Kahoot.it](https://kahoot.it) and wait for the game code from your teacher.
2. Create tip card (pocket reference guide) for healthcare ethical information.
3. Your teacher may use the following rubric to assess your understanding of the heart transplant activity:

Category		3 Points	2 Points	1 Point
Knowledge of the issue: facts, supporting details; themes/ issues; and concepts/ideas	Facts / supporting details; themes, issues, and concepts/ideas	<ul style="list-style-type: none"><li>• Key concepts/themes/issues/ideas are thoroughly identified, defined, and described.</li><li>• It has little or no factual inaccuracies.</li></ul>	<ul style="list-style-type: none"><li>• Key concepts/themes/issues/ideas are identified, defined, and described.</li><li>• It has some correct and some incorrect information.</li></ul>	<p>Few or no key concepts/themes/issues/ideas are identified, defined, and described.</p> <ul style="list-style-type: none"><li>• Information is largely inaccurate, absent, or irrelevant.</li></ul>
Communication	Demonstrates knowledge and reasoning through written communication	<p>All ideas in the written assignment are expressed in a way that provides evidence of the student's knowledge and reasoning processes.</p> <ul style="list-style-type: none"><li>• The written assignment shows no mistakes in attention to details.</li></ul>	<ul style="list-style-type: none"><li>• Some ideas in the written assignment are expressed in a way that provides evidence of the student's knowledge and reasoning processes.</li><li>• The written assignment has more than 1-2 mistakes.</li></ul>	<ul style="list-style-type: none"><li>• Expression of almost all ideas in the written assignment are unclear.</li><li>• The written assignment has multiple mistakes in attention to the details.</li></ul>